

The Nature of the Course

This course will be a survey of United States history from 1492 to present. Honors US History provides the opportunity for advanced study of major events, ideas, and concepts found in course content. This course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and expression and defense of ideas generated through the study of the content. Honors US History follows the same course of study as the standard level class. However, students are required to demonstrate a greater level of analytical and evaluative thought about content. Honors US History is also distinguished by a difference in the quality of work expected.

Decide

- Commit yourself to the difficult reality of this course.
- Reconsider this course if
 - You have never taken an honors class
 - You have never had an A in Social Studies or English
 - You are not a strong reader and a solid writer
- There are other U.S. History courses that fulfil the graduation requirement.
- I love people to take this course...At the same time you need to make sure this is the right course for you.

State Standards

This is a graduation requirement course. This course is driven by a set of state standards. They can be found in their entirety at (https://ed.sc.gov/agency/programs-services/41/documents/USHC_2011Standards.pdf) There is also a more complete description of the standards in the U.S. History and Constitution Support Document at (<http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/USHistorySupportDocuments.pdf>).

Everything we do in class is geared in some way to learning these standards in preparation for the End of Course Test in United States History and Constitution. Instruction will also emphasize the elements of social studies literacy and levels of thinking across the modified Bloom's taxonomy used by the state.

End of Course Test

This class is designed to prepare you for the USHC EOC. This is a test written and administered by the State Department of Education. It will count as 20% of the grade for this class. It takes the place of the mid-term and final exams. A description of the exam can be found at <http://ed.sc.gov/agency/programs-services/41/>

Assignments: aka Formative Assessments

These are the assignments that we do in class. These assignments are telling both of us what you understand at any given point. If you don't get something, then we have time to fix it and ensure that you learn what you need to.

- Homework and Class work assignments
 - We will spend class time doing various assignments designed to get us to think about and organize what we need to learn
 - I will collect and check representative assignments you do.
 - Do all the assignments and always keep graded and returned assignments until at least the end of the nine weeks has passed.
- Students will abide by this honor code statement, "I have neither given nor received help on this assignment" for ALL ASSIGNMENTS unless specifically exempted by the teacher. Cheating will not be tolerated. Cheating will result in an automatic ZERO for the assignment, parental contact, and a referral. Examples of violations include (but are not limited to) giving or receiving help on any in-class or take home test, essay, or quiz, plagiarism of material, or discussing any quiz, test, or essay with students who have not yet completed the assignment. Having your parents work on an assignment for you is considered cheating.

Test and Quizzes: aka Summative Assessments

This is the fancy term for tests and quizzes. We give test and quizzes periodically to determine at a particular point in time what students know and do not know.

1. We usually take a test for each chapter. Tests are mostly and vocabulary and short answer and may also include multiple choice. A test may also include a map completion question, political cartoon, or primary resource.

2. Test grades will be the “major” part of your nine-week grade – in other words 60%.

IMPORTANT: If you ever have a question or concern about a grade please address it to me ASAP. We will work together to make sure everyone understands each other!!! I can always be specific about the grade you have.

Six Check Grader

This is the method I will use to grade your formative assignments. It is rough way to gage the quality of your work.

✓+	✓+	✓+	✓+	✓+	✓+	100
✓+	✓+	✓+	✓+	✓+	✓	95
✓+	✓+	✓+	✓+	✓	✓	90
✓+	✓+	✓+	✓	✓	✓	85
✓+	✓+	✓	✓	✓	✓	80
✓+	✓	✓	✓	✓	✓	75
✓	✓	✓	✓	✓	✓	70
✓	✓	✓	✓	✓		65
✓	✓	✓	✓			60
✓	✓	✓				55
✓	✓					50
✓						45

Weights

Assignment	Example	Weight
Assessment	Tests and Quizzes	60%
Classwork	Notes & assignments completed during a class meeting	40%
Homework	Assignments Completed outside of class.	

Student conduct

1. As described in in the student handbook on pages 12 and 13 of your agenda.
2. Discipline will be handled in respect to description found on page 13 of your agenda.
3. Tardies - As described in in the student handbook on pages 14 of your agenda.
4. Make up work - As described in the Student Handbook on page 10 of your agenda.

Supplies (Required Daily)

1. A three-ring binder for A.P. U.S. History and Constitution work
2. Pencils and pens (blue and black ink)
3. Loose-leaf paper

Required Text

Students have a textbook and should bring it to class on a daily basis. Of course, the online version of the book is also available.